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October 26, 1931

JOURNAL OF EDUCATION

The National School Weekly

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In This Issue

Too Timid to Talk — GARRY CLEVELAND MYERS
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Radio in the Music Curriculum
FRANKLIN DUNHAM

Liberal Education a Vital Need
KENNETH C. M. SILLS

Do Your Children Attend a Duck School?
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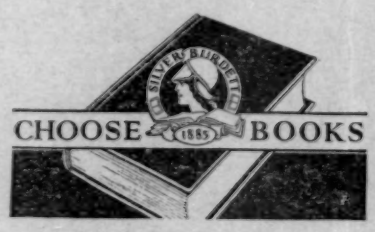

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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Table of Contents

OCTOBER 26, 1931

EDITORIALS: —
- New Birth of Humanity 245
- Chicago's Tolerance 245
- H. Barrett Learned 246
- Careers for Youth 246
- William Dow Boutwell 246
- Chicago's Leadership in Education 246
- White House Conference 246
- "Incipient Moderns" 246

BELDING'S PAGE 247
- Frozen Assets 247
- Training the Untrainable 247
- Adaptability 247

PROBLEMS OF PERSONALITY 248
By Garry Cleveland Myers

RADIO IN THE MUSIC CURRICULUM 249
By Franklin Dunham

LIBERAL EDUCATION A VITAL NEED 250
By Kenneth C. M. Sills

DO YOUR CHILDREN ATTEND A SCHOOL LIKE THIS? 252
By Arthur Dean

PUBLIC EDUCATION IN WASHINGTON 253
By N. D. Showalter

INCORRIGIBLE (Poem) 254
By Burgess Johnson

PERSONAL AND PROFESSIONAL 255

CHARACTER WORKSHOP 256
By Joseph B. Egan

BOOK TABLE 258

NEWS OF EDUCATION 259

GRINS BETWEEN GRINDS 262

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Editorials

New Birth of Humanity

THE world is experiencing something more than a new birth of civilization and Christianity. It is a new birth of humanity.

The world will be wholly remade, socially, civically, and economically, when it is delivered from the present embarrassment.

Every thoughtful, intelligent person has known that humanity must be reborn, but there was a universal expectation that it would be a Caesarian deliverance.

It was regarded as impossible that there could be such agony on every continent, in every country and community, as in the present world-wide disturbance.

We are beginning to see how lovely the newborn world is to be. There is already some of the exuberance of the relieved mother as the new being nestles at her breast.

Birth pains—civic, social and economic—are already forgotten by those who realize what a blessing it will be to escape the traditions and prejudices of an intolerant civilization.

Chicago's Tolerance

CHICAGO is the most important of American cities in the present crisis. The world's restlessness is not to be calmed by financial attention. The trouble is not primarily financial, troublesome as that is.

For the first time since nature ripened into human nature, everybody and everything, civilized and uncivilized, is restless, is dissatisfied with things as they have been.

Circumstances have led to the impression that it is a financial situation and can be easily cured by a financial readjustment. The fallacy of this is now apparent and the real cause is recognized.

Intolerance of race, creed and caste has dominated civilization and humanity everywhere all the time, and only the dominance of tolerance can create a genuine civilization and religion that will

restore human nature to normal condition.

America, with New York as the motivating power, promises to stabilize the world's financial disturbance. America, with Chicago as the controlling factor, is the hope of creating universal tolerance among all peoples everywhere.

Chicago, despite its annoyances, is the distinctive American city, the best demonstration of tolerance of any equal group of persons in the world.

H. Barrett Learned

OF THE many sudden deaths of eminent school men and women nothing has been more professionally tragic than the death of Dr. H. Barrett Learned in California on October 10. We can recall no man who has functioned in so many ways for more than a third of a century as has he. His recent service as chairman of the City Board of Education of the District of Columbia identified him with public education more than any other service. Notwithstanding his active connection with Stanford University, and his vast work in historical writing, he has rendered a more distinguished service through the schools of Washington and to the nation than has any other member of the Board in recent years.

Careers for Youth

SECRETARY Wilbur, Commissioner Cooper, Editor W. D. Boutwell, and their associates in the Office of Education are meeting one of the important needs of modern America through the schools by publishing a series of leaflets on "Careers."

There are already fourteen "Careers" presented in the series: Law, medicine, dentistry, journalism, librarianship, architecture, civil engineering, electrical engineering, mechanical engineering, pharmacy, nursing, forestry, music, veterinary medicine.

William Dow Boutwell

THE installation of William Dow Boutwell as editor-in-chief of Office of Education is one of the important achievements in modern education.

"School Life" is a monthly devoted to the promotion of the education of children and youth, with no direct or indirect commercial relation to its readers.

Dr. Boutwell brings to the Office of Education and to the assistance of Secretary Ray Lyman Wilbur and Commissioner William John Cooper as high class journalistic leadership as there is in education.

Dr. Boutwell is a master of the technique of journalism, and has the inspiration of devotion to the spirit of progressive leadership in American education in its service to civilization.

Dr. Boutwell's training and experience on the Geographic Magazine has been as scholastic and professional as any publication could have provided.

Chicago's Leadership in Education

THE personality of Chicago's leaders in education has been extremely fascinating.

The city superintendents, from George Howland and Ella Flagg Young to William J. Bogan, have been in the front rank on all occasions.

Nowhere have county superintendents played as important a part in modernizing national education as have the men in Cook County, from Orville T. Bright, Albert G. Lane, and A. F. Nightingale to Edward J. Tobin.

No County Normal School has any such fame as has the Cook County Normal School, and no normal school has had such principals as Francis W. Parker, Ella Flagg Young, and William B. Owen.

No city university has made a record comparable to the University of Chicago with presidents as creative as William R. Harper, Henry Pratt Judson, and Robert M. Hutchins, and innumerable famous deans and professors.

There have been other world-famous leaders like Jane Addams, Frank W. Gunsaulus and Perry G. Holden.

Fortunes have gladly been devoted to education in Chicago by John D. Rockefeller, Mrs. Emmons Blaine, the McCormicks, and Julius Rosenwald.

White House Conference

THE regional meetings under the guise of President Hoover's Child Welfare meeting are filling an important place in American education at this time.

The meeting to be held in Chicago, October 30 and 31, will be especially important, because of the significance of Chicago at this time, and because it introduces the national meetings of Education Week and many other interests.

Circumstances have conspired to focus attention on education in November every year, and especially this year, when education has far greater significance than ever before.

"Incipient Moderns"

THE most significant phrase created by the antiques in their come-back at their progressive critics is the designation, "Incipient Moderns."

There is no intolerance more active at present than that of rival aspirants for leadership in administrative and professional education.

"Incipient Moderns" may help to stabilize modern education by promoting tolerance between those who worship the day-before-yesterday and those who are impatient for the dominance of the day-after-tomorrow.

Belding's Page

Frozen Assets

WE ARE hearing a good deal about "frozen assets." Most banks have much more property on their hands than they know what to do with. Hence the bankers fall in readily with a suggestion from the White House that a billion-dollar pool be formed to thaw out some of that congealed wealth.

Has education any "frozen assets"?

Splendid buildings in which instruction is rendered ineffective by antiquated methods, or in which the spirit of co-operation is lacking, are to all intents and purposes "frozen assets."

School boards which are unable to function because partisan differences are allowed to interfere with the good of all, are "frozen assets" if they are not liabilities.

Schools in which poor organization causes the time of pupils to be wasted, not only at the beginning of the school year but constantly, are "frozen assets."

Teachers who are assigned to work which is ill-suited to their tastes and abilities are "frozen assets."

Children who are the victims of criticism and discouragement; who never hear words of praise, or who are receiving instruction not suited to their needs and capacities—are "frozen assets," not of the school, but of the state.

If there are "frozen assets" in your schools, thaw them out!

Training the Untrainable

COMPETITION is said to be the life of trade. But, as we all know, it may be the death of trade also. Business men call it "cut-throat" competition when it is particularly deadly.

Competition is not confined to industry and commerce. It exists among schools; yes, even among schools of education.

And competition among schools of education sometimes prevents the elimination of certain unworthy teachers—a procedure in which the teacher-training institutions could render great service if they would.

How many such institutions have the courage to drop from their rolls those persons obviously unable to benefit from the studies they have undertaken; obviously unfit to become the guides of children?

Schools of education, eager for tuition fees and large enrollments, often tolerate the presence of these stupid, inept persons, whom they flatter with certificates and diplomas. Out into the world of teachers these supposedly trained persons go, to be accorded ratings far beyond their deserts, and to retard the advancement of those whom they pretend to teach.

"If we reject these applicants for training, other schools will accept them," reason the heads of competitive normal schools. And their competition tends to destructiveness.

Adaptability

THE field of knowledge is so vast that no system of formal instruction can ever hope to familiarize the student with the whole of it. Nor is there any longer a standardized body of knowledge the possession of which enables an individual to pass as well informed or cultured.

The best the schools and colleges can do, in the dispensing of knowledge, is to hand out the keys, give the starting points of interest, encourage the student, led by curiosity or other motives, to open new doorways of knowledge throughout life.

Not knowledge itself, but the ability to find it, is the power with which the modern student needs to be equipped.

A limited amount of knowledge, definitely worked into the student's thinking, becomes an instrument of progress and achievement.

The intelligent application of knowledge has always been of a higher order than the mere massing of facts.

In an age like the present, when everything is undergoing change, the ability to think problems through to their solution is far more useful to the individual and to society than any amount of cut-and-dried knowledge could possibly be. Fortunately, the attempt to carry along a fixed body of knowledge which every student was required to absorb, has been pretty generally abandoned. The new education is more dynamic than the old. And because this is the case, we may face the future with some degree of confidence. Imagine the chaos which would result if tomorrow were dependent upon the feeble power of a mass of selected and remembered facts!

Auson W. Belding

Associate Editor.

Problems *of* Personality

By GARRY CLEVELAND MYERS

Western Reserve University, Cleveland

Author, "The Learner and His Attitude," "The Modern Parent," "Building Personality in the Child."

VI—Too Timid to Talk

"She shouts at him to 'speak up' or 'talk louder.' He tries to do so, but has been so frightened by the curt demand that after uttering a few words he reverts to speaking still more indistinctly and inaudibly."

SOME kindergarten children, some first-graders, are too timid to talk in the classroom; even some college students are. An occasional pupil goes to school for a year or two without speaking in the recitation a single word, though he may excel in written work. A goodly number who really speak in class do so amid great trepidation; and there are more of such students in high school and college than we are wont to realize.

The pupil failing to speak at all when called upon may be considered stubborn, and on that account be punished. If he responds to the punishment his speech in class may not thereafter be with comfort and the consequent personality fears may spread to other social situations. The pupil most silent and timid in the classroom may be most loquacious and courageous on the playground. If he is, he feels in the play situation not the repressing fear of the classroom. But is he not while on the playground with the same children who are with him in the class? So he is; but they are not the same. In the class they are pupils taught by a teacher. He may have adequate skills on the playground to win self-confidence there. He even may excel at play. Of failure there or ridicule he has no fear. Even though he may learn readily in the classroom he may have awful dread of being laughed at. He may not have the courage there to say what he wants to say. His own voice may frighten him when he tries to speak. Not only does he dread the expressed or imagined ridicule of his classmates but their ridicule and disapproval with the teacher's consent, or at her suggestion. One painful experience in class, or one he has imagined, may suffice to paralyze his whole speech mechanism when called upon to speak in class. Or, if he speaks at all, he may suffer indescribable embarrassment. In that event, he betrays his fear by inability to concentrate upon the task at hand; and his speech may be bad in grammar, or indistinct in enunciation, or so low as to be barely heard a few feet away.

His mode of response may prove very trying to the teacher who fails to sense the trouble he is suffering from. Nine chances out of ten she shouts at him to "speak up" or "talk louder." He tries to do so, but has been so frightened by the curt command, and so embarrassed by its suggestion, that after uttering a few words, he reverts to speaking still more indistinctly and inaudibly.

In practically any elementary grade, high school or college, are students who habitually can be scarcely heard when they recite. Continually they are told to talk louder. Rarely do they improve. They had doubtless been very timid speakers in the classroom always, and they always had been rebuked for their inability to be heard, and had been told to speak louder. An occasional one of this type normally speaks very quietly or indistinctly everywhere; but most do so only in a fear inspiring social situation.

We ought to know that personality fear tends immediately to register its presence by its effect upon the whole speech mechanism. The breathing is first affected since the first physical disturbance from fear is in the visceral area. While the writer was once describing this phenomenon of classroom fears before a group of teachers in a high school assembly room, a lad who was a member of the orchestra, sitting just below the speaker, said aloud, in self-forgetfulness: "That's just where it hits me." His remark dramatically drove home the point.

Breathing interrupted, there is not ample wind available to be blown across the vocal cords to make loud sounds. Not lack of loudness, but want of distinctness, is the biggest problem. The tongue and lips are affected during fear. They and the diaphragm do not work harmoniously together. The whole speech machinery is thrown out of gear. Words being "mouthed," are shaped less distinctly then. Because of the emotional disturbance, fur-

thermore, grammatical mistakes are more likely to slip out, and awkward statements to be uttered. Thinking also is disturbed; ideas are dispersed and disconnected. The self-conscious pupil has, therefore, less to say with a poorer quality, and is grossly hindered in his efforts to express it.

If we really care to help such a pupil, we shall, instead of telling him to speak louder, keep wholly silent then, manifesting patience, sympathy, and keen interest in what he has to say, betraying in no manner that we are annoyed or displeased. If we have a healthy attitude toward him we will be neither. When he registers the slightest improvement we shall celebrate his victories, schooling him to win still more success. All the while we shall work indirectly to cultivate more self-assurance in this pupil, helping him enjoy more victories and escape more failures, creating an atmosphere in which he can learn to express himself with less fear and more courage. Relief to him will come only gradually, over a long period of improvement in the mental hygiene atmosphere of the classroom.

Radio *in the* Music Curriculum

By FRANKLIN DUNHAM
New York City

COUNTLESS thousands of school children in the United States are still to be brought in contact with radio. There are still remote country districts where children have neither radio at home nor in school. Reports, however, from all parts of the country indicate that this number will be lessened greatly this Fall, due to the decreased price of dependable receivers for the home and the wide-spread action of school boards in making equipment available for use in their schools.

Four years ago, when it was realized that of all the subjects in the school, music was the one which lent itself best for radio broadcasting and reception, Dr. Walter Damrosch began his Children's Concerts over the air under the patronage of the Radio Corporation of America through National Broadcasting Company stations.

The following year these broadcasts had proved so successful that they were taken over by the National Broadcasting Company itself as a regular standard feature of its yearly programs, and titled "The NBC Music Appreciation Hour."

Every Friday morning beginning in October all over this country children marched into auditoriums in groups according to their school-grade at either 11 or 11.30 o'clock in the morning to listen to the National Orchestra, gathered together in New York under the direction of Walter Damrosch, play the great music of the world. Dr. Damrosch, whose paternal qualities have won him the love of children everywhere, would then introduce each composition to the boys and girls within the sound of his voice, by appropriate remarks about the music, or the composer who made it, or often, some interesting bit of a story connected with it to further their interest and enjoyment.

This went on until last year when, in course of evolution, many schools adopted classroom receiving equipment (or centralized radio, as it is called). Although it had always been possible and frequently desirable to have the music played in advance through phonograph recordings to prepare for Dr. Damrosch's concert, it now became even more convenient for classes to prepare by themselves at least a part of the program which would be listened to before the real concert. Student notebooks, which had been made in variegated shapes and forms by pupils themselves, were issued for use with the concerts. They contained music excerpts printed so that they might be identified when heard, multiple choice questions in which the pupil could discard the wrong and retain the right answer, plenty of space for pictures found in magazines, and for written comments from each pupil as well as picture of composers and instruments to be inserted in proper places. This was fun! And it was also sound pedagogy.

More than one hundred thousand boys and girls used the notebooks last year to their intense satisfaction, and also that of their teachers.

So much for the prepared work of the classroom. However, when we stop to consider that 5,000,000 school children, representing about one-fifth the entire school population of the nation, listen in every Friday, we know that regardless of preparation, a great musical feast is being spread which will give musical brawn and sinew to the coming generation of listeners. "The great enjoyment which comes with knowing about what we listen to, is not a passing effect, for so many compositions 'fit into the same mould' that once the trick of listening is acquired, no music is heard without great pleasure and delight." This is not experience of grown-ups, but is actually that of boys and girls who have learned the "trick of listening."

This year, on October 9, Dr. Damrosch again assembled his musicians under the aegis of sixty-one National Broadcasting Company stations, and another army of young music lovers will be recruited for a year of increased knowledge and happiness.

Liberal Education a Vital Need

By KENNETH C. M. SILLS
President, Bowdoin College

"For the sake of our national life we need to send out each year some men and women who have learned to exercise their mental faculties by being brought into contact with the best that has been thought and said in the world."

THE famous French statesman Tallyrand is said to have remarked of his physician: "He is a most excellent man; he knows something about everything, even a little about medicine." There is summed up in that attitude the essence of a liberal education, an education that is concerned to be sure with how to make a living but much more with how to live, and how to live an interesting as well as a useful life. In the complexity and confusion of modern life we sometimes fail to realize that there is a distinction between a well-*trained* man and a well-*educated* man. The world needs desperately well-trained men and women who are experts in their field, who know how to do things, who are good workmen. Our civilization cannot be maintained without the kind of training that produces skillful men and women; and in our educational system there is a place of very high honor and usefulness for the trade school, for schools of commerce and business, for vocational institutions of many kinds. But there is also a place for schools and colleges where emphasis is placed upon the liberal arts and sciences. A well-trained man is at home in his own particular field; a well-educated man is at home in the world at large.

Woodrow Wilson once said that in the college of liberal arts we deal not with the fortunes of men, but with their spirits. The distinction is worth keeping in mind. A liberal education in the first place attempts to teach the American student that he is the heir of all the ages. He is therefore expected to know something about the history of the race and in particular the history of Europe, of England, and of the United States. He is supposed to know something of the civilization of ancient Greece and Rome on which our modern civilization is based, preferably at first hand through the study of Greek and Latin, since a knowledge of those languages is not only in itself an admirable intellectual discipline, but since it also admits one into the company of educated people of the past. He is supposed to know something of the modern languages, particularly French and German, since our own language, our own culture is chiefly made up of contributions from the Latin and Germanic races. He is supposed to know something of mathematics, for experience has shown that a very excellent training of the mind is afforded by dealing with symbols and abstractions. A liberally educated person today is also presumed to have some acquaintance with the processes of natural science; for in the nineteenth century science has won her rightful position in the world of thought. And a liberal education also should include some acquaintance with philosophy and religion; and personally I should also include some knowledge of art and music.

These studies form the stuff out of which a liberal education is woven. But more important than studies of machinery or methods is the spirit behind all these. In my inaugural address as president of Bowdoin College some years ago I stated that in the college of liberal arts "our aim is not vocational; our goal is not efficiency. We hold that the real object of education is to make men free intellectually and spiritually, to develop the resourceful mind in a strong Christian character. Education concerns itself primarily with the individual. It strives to make him not only a more useful but a happier, more tolerant man." Thirteen years have passed since I wrote those words. We have emerged from the shadows of the great war into the storm and stress of no less difficult a period. But the purpose of a liberal education remains the same. In the eternal conflict between idealism and materialism advocates of a classical liberal education seem no doubt at times to be losing ground. Time brings many changes. Methods must vary, but principles abide. We are seeing many colleges giving up classical requirements for admission and for the degree; in a short time we shall probably witness the same assault upon the modern languages and upon mathematics; for when all is said and done these subjects have been studied largely for their cultural and not for their practical value.

In a recent essay in the *Atlantic* a discerning critic of American life has pointed out that formerly a student in our schools and colleges devoted many years of his life to formative knowledge, to studies that were largely concerned with *being* and *becoming;* and that it was not until he got to the technical school or university that he began to concern himself with *doing* and *getting.* Today, however, through the introduction of

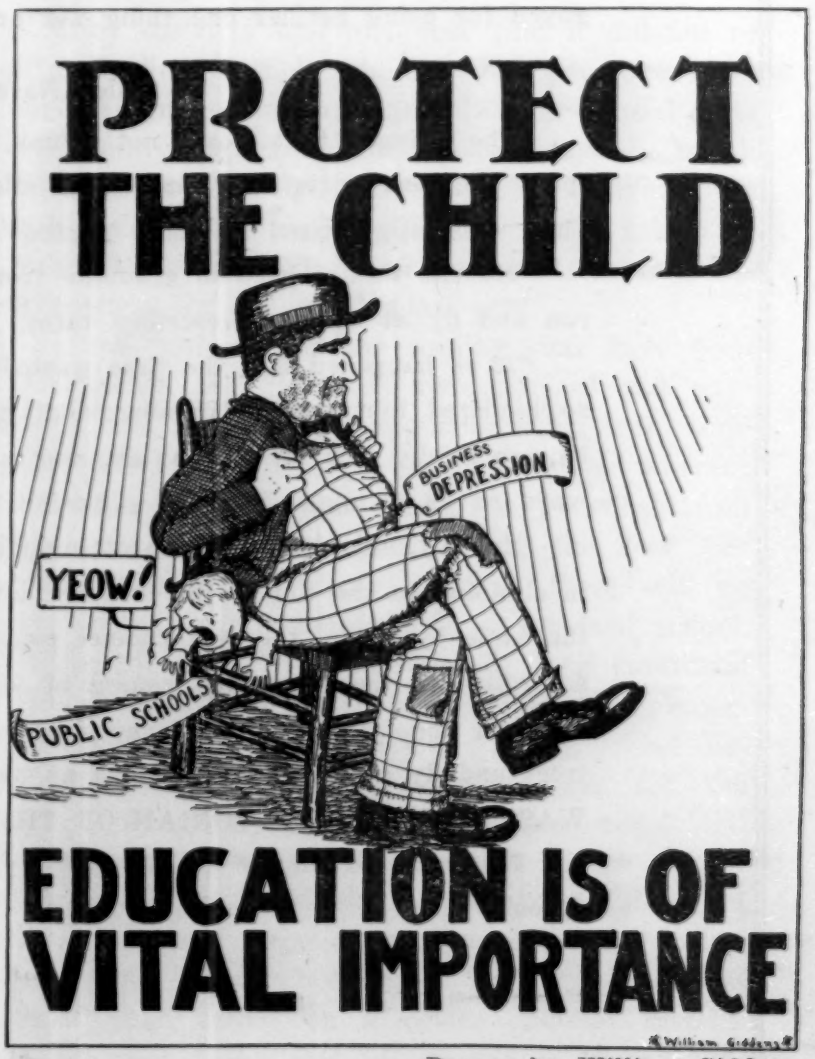
vocational courses into our schools and of professional courses into our colleges we are confusing these two important functions of education, formative knowledge and instrumental knowledge, and are in great danger of putting the cart before the horse. So far as possible we ought to train the whole mind before we train a particular function of the mind; we ought to make our foundations broad and deep before we erect a superstructure.

And for the sake of our national life we need to send out each year into its mainstream some young men and women who have in school and college learned to exercise their mental faculties by being brought into contact with the best that has been thought and said in the world. We need to have a few institutions that will resist the tendency to make the results of education immediate and utilitarian, that will turn out each year a few well educated young men and young women. The *Atlantic* essayist of whom I spoke writes of a European gentleman who has seen much of our college and university life, who said that he had met some Americans who were extremely well educated, but they were all in the neighborhood of sixty years; that he had not seen a single person below that age who impressed him as being even respectably educated. That, of course, is an unfair and perhaps an absurd generalization; but it brings home that the departure from the old-fashioned type of education which was largely cultural has not as yet brought forth impressive fruit. For the real value of a liberal education is simply to produce a well *educated* as distinct from a well *trained* person.

The case for a liberal training has seldom been better put than by the late William De Witt Hyde, for thirty-two years president of Bowdoin, in his well-known "Offer of the College":—

> "To be at home in all lands and ages; to count nature a familiar acquaintance, and art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys to the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and co-operate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are Christians —this is the offer of the college for four of the best years of your life."

Drawn by Stanley Nelson,
Central High School,
Minneapolis.



Drawn by William Giddens,
Woodlawn High School,
Birmingham, Alabama.

The Division of Publications of the National Education Association each year asks high school students to draw cartoons portraying the significance of the schools in American life. These are some of the many drawings prepared in this project.

Do Your Children Attend a School Like This?

By ARTHUR DEAN

Duck schools are disappearing. Lots of people who are now over 40 went to one, and my story will amuse them. I went to a duck school myself.

If we failed in one subject, we were kept back a year. If we failed again, we stood still another year in the same grade. The same educational meal for all. The late Professor Dolbear of Tufts College originated the following tale. No comment is necessary:—

"In antediluvian times, while the animal kingdom was being differentiated in swimmers, climbers, runners and fliers, there was a school started for their development. Its theory was that the best animals should be able to do one thing as well as another. If an animal had short legs and good wings, attention should be devoted to running, so as to even up the qualities as far as possible.

"So the duck was kept waddling instead of swimming, and the pelican was kept wagging his short wings in the attempt to fly. The eagle was made to run, and allowed to fly only for recreation, while maturing tadpoles were unmercifully guyed for being neither one thing nor another.

Called Narrow Minded

"The animals that would not submit to such training, but persisted in developing the best gifts they had, were dishonored and humiliated in many ways. They were stigmatized as being narrow minded and specialists.

"No one was allowed to graduate from the school unless he could climb, swim, run and fly at certain prescribed rates.

"It so happened that the time wasted by the duck in the attempt to climb had so hindered him from swimming, that his swimming muscles had atrophied and he was hardly able to swim at all, and in addition he had been scolded in so many ways so as to make his life a burden.

"In fact, the duck left school humiliated. The eagle could make no headway in climbing to the top of the tree and although he showed he could get there just the same by flying, the performance counted a demerit since it had not been done according to the prescribed course of study.

"An abnormal eel with large pectoral fins proved he could run, swim, climb trees and fly a little. He attained an average of 60 per cent. in all studies. HE WAS MADE VALEDICTORIAN OF THE CLASS."

Why not go to the school where your children are to see if it is a duck school?

Copyright.

Public Education *in* Washington

By N. D. SHOWALTER
State Superintendent, Olympia, Washington

"Without equalization there can be neither justice nor fairness to taxpayers, nor to the children whose heritage is guaranteed to be 'the paramount duty of the state.'"

THE most promising thing in public education is the unwavering confidence of patrons, and their devotion to the school. This has grown up through the years, and has developed strong ties of co-operation between the home and that public institution which is now looked upon as the heritage of childhood and youth. We are told that "The best in life is developed through correct understanding," and using this adage as a basis of judgment, we have gone far in making the public school universally appreciated.

There is much of promise in the year just ahead. Our new courses of study are proving a stimulus to teachers, and have provided larger adaptation to the needs of pupils. Our standards of education are better defined than ever before. Aims and objectives have been made clear and definite, and the entire teaching force is working as a unit to provide the largest and best for American citizenship. The philosophy of education, which we are trying to follow, stands for the best development of the intrinsic worth in every pupil, with this properly adapted to the needs of a free country like our own.

The State Board of Education has increased standards for the certification of all teachers. The plan provides for a gradual development so that teachers in service can easily meet the new requirements without handicap or loss of time. Since 1927 elementary teachers have been required to complete two years of normal school training in addition to four years of high school. Not only has this higher level of attainment been reached readily and willingly, but many of our teachers have gone forward with additional summer schools, which places them above the higher standards recently adopted by State Board action. The advantage of the higher requirements will be of value to the teachers by preventing a great influx of those trained outside of our state. The whole nation seems to have a surplus of well-trained teachers, and the higher levels of attainment alone prevent them crowding into the most attractive communities and states. Because of the large number of young people trained in our own institutions, it now seems advisable to raise the entrance requirements by increasing our professional standards.

Of course, the additional education will prove of greatest worth to the schools, for pupils are certain to be better taught by teachers better trained. And in addition to education, our beginning instructors will be more mature, with that greater poise which comes through added years of preparation.

With all the promises and prospects facing us, it is easy to see new responsibilities. The entire world just now is in a state of bewilderment. This, of course, relates to the economic situation which affects our industrial and business organizations. But our schools also are affected indirectly, because revenue for them depends upon the prosperity of the people.

Many districts will this year find it difficult to properly finance their schools. Tax payments have not been up to standard, and this has caused state and county apportionments to be less than usual. Likewise, local tax payments have not provided the cash revenue expected. All these things taken together have resulted in an increased warrant indebtedness for the schools last year.

School budgets for the coming year have been based upon the estimated reduction of tax payments, and upon smaller apportionments from state and county. At least a portion of the warrant indebtedness of last year had to be provided from this year's revenue. Because of the low per capita valuation in many districts, there will be insufficient revenue to maintain a standard school. The people have given evidence of their continued faith in public education by meeting these emergencies with higher local levies. Many school districts have found it necessary to ask for the millage limit allowed by law. Some rural districts have shortened their school terms to six months. Village and city schools have eliminated every item of expenditure possible, and many emergencies exist which must be met before the school year comes to a close. School district officers have shown real initiative in meeting emergencies, and have willingly accepted counsel and advice upon an economy program. A few high schools have closed, but in most cases transportation

will provide facilities for pupils. A number of small schools have found the financial strain too great, and have combined with other districts near at hand.

Tabulations this year show an ever widening gap between low and high per capita valuations in the two thousand districts of the state. This means a greater and greater hardship upon the taxpayers where lower valuations exist; while in contrast, districts with a high per capita valuation have low millage levies. The only cure for such a situation is a plan which provides for equalization. Local taxpayers should not be obligated for more than a ten mill levy for the support of standard school facilities. With proper equalization this could easily be effected. Without equalization of school finances there is no such thing as providing a tax plan in the state which will be fair and just to all citizens responsible for the support of government.

Only once before has our state shown a decrease in the total number of census children. In 1897, which is now recorded as a period of depression, our school census dropped from 120,563 to 118,252, showing a net loss of 2,311. Since that time we have had an increase, year by year, of approximately ten thousand per annum, which is a substantial school growth for any state.

During the year just closed our census list again shows a loss, varying from 432,377 in 1930, to 431,974 in 1931. The decrease is only 403, but it has a very positive significance, if one analyzes the situation carefully. Nineteen counties show a loss, while twenty show gain. The principal losses are found in the lumbering districts, although several of the large cities have a less number of pupils than last year. The greatest loss is in Grays Harbor County, 1,486 children. Aberdeen alone lost 689, and Hoquiam 331. The next highest loss is in Snohomish County, a loss of 751. The city of Everett presented a census list with 744 less children than a year ago. King County, which annually shows a gain of several thousands, has an increase of only 208 this year. The city of Seattle lost 648, while the territory immediately outside of the city increased proportionately.

The wheat producing counties of Eastern Washington show only a slight loss in the country, while most of the graded schools have gained about an equal proportion. In the irrigated districts there has been a decided increase, and this saved us from a tremendous aggregate loss which would otherwise have occurred. Both Yakima and Wenatchee gained in numbers. Bremerton's rather large increase seems to have come from the added workmen brought to the government navy yard. The only outstanding increase for which we are unable to find an adequate reason comes from Douglas County. Rural sections of that wheat-raising county seem to have made a decided growth in school population, even though there has been a struggle by the farmers for a number of years.

It is not difficult to account for the shifting from the larger cities to the surrounding country territory. This has always occurred during the time of financial depression. But the change generally which has taken place is certain to increase the problem of school maintenance. Since the per capita wealth back of each child determines the taxpayers' responsibility, it is certain that many schools will have a more difficult problem of finance this year. The shifting of our pupils has already served to widen the bases between the low and the high valuations per pupil, and offers additional evidence of our need for greater equalization of school revenues. Without this there can be neither justice nor fairness to taxpayers, nor to the children whose heritage is guaranteed to be "the paramount duty of the state."

Incorrigible

By Burgess Johnson

I guess I'm bad as I can be
'Cause after uncle found and yanked me
Out of that old apple-tree,
And after dad came home and spanked me,
And while my teacher told me things
About the narrow path of duty,
And how an education brings
The only truly joy and beauty,
And while she said she didn't doubt
They'd wasted all the good they'd taught me,
I had to grin, to think about
The fun I had before they caught me.

—Exchange.

Personal and Professional

CHARLES S. COBB, East High School, Sioux City, has been a leader in the city and county for many years. We enjoyed his guidance of two important Iowa county institutes when county institute activities were an interesting feature of our professional activities. He has retained his inspirational spirit through more than a third of a century. A demonstration of his professional devotion is the fact that Mr. and Mrs. Cobb enjoyed an automobile ride to Los Angeles this summer for the meeting of the National Education Association.

L. W. FEIK, who succeeds Dr. M. G. Clark as superintendent of Sioux City, was promoted from the principalship of a local high school by the general approval of the teachers and citizens. He was a loyal and zealous supporter of Dr. Clark, who was the public school leader of the state and one of the leaders in American education for several years.

ZEPHANIAH HOPPER taught in the schools of Philadelphia for seventy-one years of teaching in the city. He began teaching in the city at the age of eighteen. Of course this could not be possible now, and no one could teach in the Central High School of Philadelphia till the age of eighty-nine now. This shows how different Philadelphia and every other city is in 1931 than it was in 1913, when Zephaniah Hopper was completing his seventy-one years of teaching. We are indebted to John L. Harvey of Philadelphia for this interesting information.

FRANK A. SCOTT, superintendent of schools, Belmont, Massachusetts, has developed a plan of creating and maintaining public sentiment for the best things in education through broadcasting what is being done by individual schools, principals and public citizens.

OSCAR C. GALLAGHER, of Brookline, Mass., goes to the faculty of the New Hampshire State Teachers College at Keene, with Dr. Wallace E. Mason. This is cause for universal congratulation. Mr. Gallagher is highly equipped for this professional service, and will be a delightful associate for Dr. Mason, who has made one of New England's best Teachers Colleges. Mr. Gallagher was one of the very eminent academic principals of the country before he assumed the responsibility of superintendent of one of the most important administrative positions in Massachusetts. It is delightful that he can be relieved of administrative burdens and enjoy the luxuries of a professorship at Keene.

ORION A. MORTON, Northampton, Massachusetts, superintendent of Hadley-Hatfield, died at his summer home in Garland, Maine, of inflammatory rheumatism. He was a native of Maine, but was prominent as a leader in education in Massachusetts for several years. He was on the faculty of the State College at Amherst, and was especially active in the development of the 4-H organizations in New England.

PAUL R. BAIRD has been promoted from the principalship of the Ludlow, Massachusetts, High School, to the superintendency, as successor to Richard D. Tucker, who has gone to the superintendency of South Hadley. Mr. Baird has occupied important principalships in Western Massachusetts for twenty years, and he earned this promotion to the superintendency, which Mr. Tucker had made especially desirable.

FRED W. ARBURY, Detroit, representative of the John C. Winston Company, whose summer home is at Empire, Leelanau County, has been an eminent leader in education in Michigan for a third of a century. He has been an insistent and consistent champion of loyalty, academically and professionally, on all occasions. The John C. Winston Company has recently recognized his efficient service in a substantial way.

RICHARD D. TUCKER, the new superintendent of South Hadley, Massachusetts, has established an important professional reputation at Ludlow, Massachusetts. At the same time his personality has magnified his reputation civically and socially as well as academically.

FOSTER YORK ST. CLAIR, who has entered upon his service as professor of English literature in Jamestown College, Jamestown, North Dakota, is a native of Quincy, Massachusetts, and has been an important citizen of Quincy and Massachusetts during the attainment of his doctorate at Harvard. He was highly regarded at the University of Wisconsin, where he was on the faculty of that institution.

HOMER J. BYRD, Arlington, Cook County, Illinois, member of the Board of Commissioners of Cook County, was for some years Director of Education on County Superintendent Edward J. Tobin's official board. He was elected to the county board by the largest vote of any one in the county election. He has been a local judge in the Arlington district at the same time that he has been Director of Education. In many ways Mr. Byrd has demonstrated exceptional ability.

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

The Purpose of Character Education Misunderstood

JUDGING from the comments one hears in private life, the newspaper editorials and the statements of some school authorities, it is evident that the purpose of character education in the schools is sadly misunderstood. From the foregoing indications of popular opinion one would be led to assume that the purpose of character education was to prevent the creation of a criminal class, to do something to change the mental attitude of those people who seem to be headed straight for prison. To my mind nothing could be more erroneous.

At this point I wish to quote the following from the Director of Public Welfare Work in Illinois:—

"What, therefore, is the composite of the picture of the man in prison? The homeless, churchless, school-less boy. One thing more: When we got ready to build some great cell houses in the prison this last year I said to the warden at Joliet: 'I want you to put all the plasterers, bricklayers, plumbers, electricians, and other building trades craftsmen in one group in one cell house, so we can organize our construction crew.' He started to laugh at me.

"I said: 'What are you laughing at?'

"He said: 'Your idea that there would be a plumber in prison. Fellows that work like that don't ever go to prison. You don't find carpenters or painters or plumbers or electricians or masons in prison. The fellow in prison is the fellow who has always been too smart to work. Why, you won't find any of those fellows in prison.'

"So I add homeless, churchless, school-less, workless boys of ten years ago, grown to manhood without ever having had an opportunity to learn the difference between right and wrong, these constitute the prison population of Illinois."

TO MY mind the director is absolutely right. The criminal classes are recruited from the homeless, churchless, school-less and workless boys of ten years ago, grown to manhood without ever having had an opportunity to learn the difference between right and wrong.

The character education scheme that would affect these children is one that no school system can put in operation because these children, according to proof derived from examination of prison inmates in all parts of the country, have not been brought under the influence of the school for any considerable time. Neither is it a problem that the church can rightly be asked to solve, nor the home, since the majority of criminals flow from situations that are the very opposite of home life. Just what the nature of this character education should be, is a problem for civil administration to solve, perhaps national administration. The taking of children from broken homes perhaps, and the placing of them in inspiring and uplifting environment.

Ruling out, therefore, the conception that character education work in the public schools is intended to prevent the creation of a criminal class, just what is left for character education work to do? My answer is, the most stupendous piece of cultural development that not only the schools but the world has ever attempted outside the realm of religion.

It has been pointed out in preceding conferences in the Character Workship that the great failure of the school along cultural lines is its lack of appeal to the constructive emotional side of the child's nature. To my mind the schools should be a preparation for life, not a preparation for business primarily, and, therefore, should handle more than the tools, reading, writing, number, history, and geography, that are commonly accepted as filling the kit of the school boy who leaves our doors at the age of twelve or fourteen.

Character education steps in at this point and through its fundamental appeal to the emotional side of the child, building up within him beautiful responses, emotionally induced, towards the good, the upbuilding, creates within him a new attitude towards life, towards the fulfilment of his creative destiny, towards the development of joy in living, through harmonious relationships with his fellows, through an intolerance of evil and the ugliness that flows from it, evolving, of course, in the ultimate process a citizenship of a higher order.

CHARACTER education, therefore, as it applies to the school systems of America, should be thought of as something that will enter into the day's work and enrich it with those life-giving, uplifting elements which no present textbook contains.

There should be no thought of the prevention of

criminality except as such prevention will inevitably flow from the raising of the standard of appreciation of the good and true among the majority which will tend to discourage and make unpopular the ugliness involved in crime.

Question—Granted that your main contention is correct, would you have no character training work especially planned for those children who appear in every school and who have criminal tendencies?

Answer—Such cases are invariably clinical cases. They should certainly receive remedial treatment applied to them in the same way that they would be treated if they had received a wound; that is, with correctives, specifically applicable and needful for their ailment.

For instance, there is no question in my mind but that the use of the cigarette is one of the most prolific sources of juvenile delinquency. Our character training work should tend to keep the majority from debasing themselves by the use of the cigarette, but where a case becomes habitual, treatment of some sort or other, medical perhaps, should be applied. In the cases of children who have become chronic thieves removal from the school atmosphere is extremely advisable and the leniency of juvenile courts in which such delinquents are repeatedly placed on probation and permitted to carry with them into new crimes the weak-willed who surround them is without question to be condemned.

In my long experience I have known very few cases that have been helped by judicial leniency, and on the other hand I have known literally dozens of cases where such leniency has contributed to the delinquency of other children and developed into a contributing cause of the child's latter major delinquencies.

Leniency without positive corrective measures is worse than useless in the majority of cases. Human nature is rarely changed by a smile and a pat on the shoulder or the formal reporting to a probation officer.

In the following story let us study another contributing cause of later bad citizenship—the undisciplined home, which I would add to the four sources mentioned above.

JUST LIKE TOWSER

From The Egan Monthly Service in Character Training. Copyright.

LITTLE Tommy's face was all screwed up in an ugly frown. With his right hand he banged the wooden gate and turned his back on his tormentor.

The pale blue hosts of irises on either side did their best to cheer him up, but he would not cheer. The words of Fred Thornton were too bitter in his ears.

"And you're only a puppy dog," cried Fred, in that shrill voice of his, "with a rope on your neck—and you can't go any place—and somebody is always telling you what to do—and when my governess tells *me* what to do I slap her face, and she never dares to tell mother or she'll lose her job."

Tommy knew in his heart that most of the things Fred said were true—especially the things Fred said about himself. He knew, also, that he, himself, *was* just like Towser in a way—somebody always ordering him around, and yet—who could get mad when mother smiled at one with her blue eyes full of understanding and love?

Tommy's father, seated behind the rambler rose, in the little garden, laid down his paper as his son approached.

"Just like Towser, eh?"

Tommy scowled a little. "Well, it's no fun not being allowed to go places," he said. "You heard what Fred said, when I told him I couldn't go swimming with him."

"Yes, I heard," said his father, "but you know *why* we are not permitting you to go swimming."

"Sure, I know," said Tommy. "You think the river is too high, and that I might get drowned."

"Exactly!" said his father. "And yesterday I punished Towser for barking after autos. You see, son, when people *have* treasures, they want to *keep* them; if they want to *keep* them they must *guard* them."

"Sure, I see," said Tommy, "but it's hard just the same."

An hour later Fred's father stopped at the wooden gate. "Have you seen Fred?" he asked.

Tommy nodded his head. "He went swimming," he answered, "down in the deep hole."

"I told that rascal to stay out of the river until the water has gone down," growled Fred's father, "I don't know what I am going to do with him." He muttered angrily to himself as he stamped off.

Tommy was whittling a pine stick into the figure of an Indian when Fred's father returned. Fred's collar was twisted in his right hand and Fred was having a hard time keeping up. When he passed Tommy's house he was half running on his toes.

Tommy grinned. "Just like Towser," he said to himself.

"Just like Towser," said Tommy's father from behind the tangle of vines.

You are invited to submit Character Questions to Mr. Egan for consideration in "Character Workshop."

BOOK TABLE

THE STORY OF THE AMERICAN PEOPLE. By Mary G. Kelty, State Teachers College, Oshkosh, Wisconsin. The Tryon and Lingley History Series. 633 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Every few months the schools welcome a new story of the American people. There is no limit to the possibility of presenting this wonderful story in a new and interesting way. Mary G. Kelty has found a fascinating way of telling the story by presenting facts so that they will not be easily forgotten.

For instance Miss Kelty puts the World War from the cause to its close into eleven pages including map and illustrations in so graphic a way as to be remembered. She says America's part in the war cost us a million dollars an hour.

In less than two pages the story of "the greatest voyage the world has ever known" is told more thrillingly than anything I have read. A single sentence tells the story of Magellan's trip around the world, three years, Spain's finding of the spices for which Columbus set sail thirty years before. She says that one of the five ships, with sixty-eight of the crew of the five ships arrived in Spain with twenty-six tons of cloves, which were worth more than the whole five ships with which Magellan set sail.

Mary Kelty tells "The Story of the American People" as it has never been told before.

JEAN AND FANCHON, CHILDREN OF FAIR FRANCE. By Virginia Olcott. Illustrations by Constance Whittemore. Cloth. 168 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Virginia Olcott has established herself delightfully in the interests of boys and girls so that teachers and librarians welcome every book she writes.

There is always information that teachers are glad to have American boys and girls have, and it is always on the level of boys and girls in their first reading. It is also juvenile without being childish.

Virginia Olcott writes of children in France as though the reader was really there.

The pictures, sixty of them, mostly colored, are especially interesting to American boys and girls because they have an unusual artistic style. Children have seen as well as read about the way boys and girls live and play in the lovely land of France, and especially in the fascinating city of Paris.

USEFUL SCIENCE. By Henry T. Weed and Frank A. Rexford. Book I. 238 pages. Philadelphia: The John C. Winston Company.

"Useful Science" is a happy expression for a book in the new education. All education must be new. The world's experience of the last three years has made it clear that the schools have not educated the world to keep pace with science.

It is amazing what science has done for the world in the last six years. This is the length of time that boys and girls have been in the modern elementary school.

All modern science is useful, it has made gardening all over and has entirely changed housekeeping.

"Useful Science," written by a teacher of girls in Brooklyn and a director of school work in the largest city in the New World, is supremely useful.

CREATIVE MOMENTS IN EDUCATION. By Joseph K. Hart, Vanderbilt University. Cloth. 476 pages. New York: Henry Holt.

One of the joys of October is the discovery of Joseph K. Hart, of whom I have often heard but whom I have never known until I received his "Creative Moments in Education" for review, which is a really wonderful book, unlike any other of the books that I have enjoyed in my professional life.

I can read him and revel in his style and presentation of facts and theories while I have no sympathy with his critical attitude toward the slowness of modern education.

As I read and know that everything he says is true I am reverently thankful that in all the years I have never intentionally visited a school or companioned with a man who enjoyed talking about institutions or individuals who are out of step with progress.

Joseph K. Hart has such a charming literary personality that the effect of his saying that he thinks certain things, he gives one the impression that it has become a habit of thinking that he thinks what he doesn't think at all.

I hope I can induce some of my readers to enjoy reading, as I do, "Creative Moments in Education."

SOCIAL PROCESS AND HUMAN PROGRESS. By Clarence Marsh Case, University of Southern California. Cloth. 336 pages. New York: Harcourt, Brace and Company.

Social processes assume more importance in education to-day than pedagogy. They are vital factors in culture in college and out of college.

Human progress is the measure of education since the world determined its future by its readjustment civically, economically and socially.

"Social Process and Human Progress" is the most significant teachers' book that we have seen this season. It is fearless in its dumping of traditions and prejudices which dominated the schools five years ago. It is heroic in its emphasis of social culture.

There is from the first to last a buoyant, hopeful spirit regarding societal improvement which will appeal to the youth who are to create the new social processes through human progress.

CONTRAST AND COMPARISON. A BOOK OF ESSAYS. Edited by Charles Brockway Hale, University of Maryland, and James Edward Tobin, Fordham University. Cloth. 476 pages. Prentice-Hall, Inc.

This group of thirty-six essays, masterpieces of eminent essayists of Europe and America for a century, cannot fail to appeal to any teacher who will turn its pages thoughtfully.

The essays are in pairs, each pair is so related that each essay provokes an interest in the other.

For instance there are fifty pages of two essays by Matthew Arnold and Robert A. Millikan, representing the last third of the nineteenth century and the second quarter of the twentieth century.

There are eighteen vital subjects on which every teacher should be well informed, and each subject is considered on both sides by a master who commands the respect of the best thinkers of to-day.

One of the best opportunities in literature for any school man or woman to become well informed on the vital issues of the world to-day is through the reading of these thirty-six essays in "Contrast and Comparison."

Books Received

"Stories and Journeys Workbook." By Sister Mary Estelle.—"Happy Times Workbook." By Sister Mary Estelle. New York: Macmillan Company.

"A New Approach to American History." Students Guide Sheets. By D. C. Bailey and E. T. Smith.—"The Elementary School." By Reavis, Pierce and Stullken. Chicago, Illinois: University of Chicago.

"Contrast and Comparison." By Hale and Tobin. New York: Prentice-Hall, Inc.

NEWS OF EDUCATION

Florida Opens Task of Equal Schooling

With State Paying 75 Per Cent. of the Cost Under New Law, Rural Child Gains; School Survey Revealed Faults

JACKSON, Fla.—Florida started, with the opening of schools this Fall, her most concerted effort toward the education of her youth in the history of the state.

The drive is directed toward equal educational opportunities for all children, urban and rural, and follows the adoption by the 1931 Legislature of portions of recommendations made by a State Educational Survey Commission, under whose direction an intensive study was conducted by field workers headed by Dr. George D. Strayer of Columbia University.

More than a score of specialists participated in the survey, and although the report was ready in 1929, the legislators did not get down to the recommendations until this year.

Once their attention was directed to them, however, one legislative act alone more than justified the expenditure of $75,000 for the survey, according to Dr. I. E. Phillips of Jacksonville, chairman of the commission. The General Education Board of New York contributed $25,000 to the survey fund.

That act provided for the teacher-unit basis of financing under which the people have been made to realize that school functioning is a state instead of a local problem. Under provisions of the act the state is paying, for the first time this session, seventy-five per cent. of the cost of operating the schools and the counties the remainder.

The act further specifies that the counties must send their children to school if they are to benefit by the new plan of distributing the funds. Ample funds have been provided, according to Mr. Phillips, for eight months' schooling for every child, white or negro, an achievement never before realized in Florida.

The scope of this advance is indicated by the fact that heretofore many of the smaller counties in Florida have operated schools for terms as short as six weeks annually.

Under the new act the wealthier counties are called upon to contribute to schooling in the weaker counties. The bulk of the revenue comes, incidentally, from the sale of license tags for automobiles, from which $6,000,000 goes annually to the schools.

Holds Child Study Difficult in Schools

LAKE GEORGE, N. Y.—Public school discipline makes difficult a proper study of the child and his or her existence, Harry M. Schulman, director of research for the State Crime Commission, asserted in an address to the National Association of Jewish Centre Executives. Children in the larger cities are growing up "anonymously," he asserted. "No one really knows what is happening to them. It is only when some extreme instance that shocks the community occurs, that we begin questioning what the normal manner of these children is." Mr. Schulman lauded children's clubs in settlement houses, community centres and the boys' clubs as remarkable places in which to study child life and enabling observation of the behavioristic attitude of children.

Says Crisis Adds To Colleges' Value

BRYN MAWR, Pa.—Defending the place of the liberal arts college in times of depression and "chaos," President Marion Edwards Park of Bryn Mawr declared that its value as a factor in preventing the decline of civilization was enhanced. The first object of the liberal college, Dr. Park told the student body in the address opening the academic year, is not to keep learning alive or to promote research, but is "the giving to students, to quote President Hopkins of Dartmouth, 'a perspective on the conditions of life.'" "The old civilization is disintegrating," said Dr. Park. "If a new civilization replaces it not by the changes of growth but by a fearful upheaval in which good must inevitably be lost, or if the new age replaces ours only after a long period of darkness as happened after the Roman Empire fell, it will be the fault, I believe, of people like ourselves — reasonably intelligent, reasonably strong, reasonably well meaning."

Ingenuity Pays Way at University

LEWISTON, Idaho.—College students have delivered ice and sold aluminum ware and automobiles during summer vacations, but it remained for Robert J. McRae, junior in the school of mines at the University of Idaho, at Moscow, to pay his way by placer mining. Forty-five days of labor in the Thunder Mountain region east of Cascade, Idaho, netted him just $1,700. Mr. McRae was reared in central Idaho, near Thunder Mountain, scene of gold rush days of 1903 to 1905. He wanted to be a mining engineer, and in true '49 fashion discovered a gold mine and from it panned the gold for his education.

Home Dropping Old Functions

CHICAGO.—It is not only the laundry that the modern family sends out of the home in its trend away from self-sufficiency, a University of Chicago statistician has found, according to a recent report. By comparing figures for 1900 and for 1930, Dr. John Dollard offers percentages to show that almost every economic activity of the family, from tending the furnace to planning the interior decoration, is gradually being put into the hands of specialists outside the home, as well as education, religious training and recreational and other functions. His conclusion, however, is that this trend does not necessarily mean the decline of the family, but results in an extension of its interests. "Between 1900 and 1928," Dr. Dollard stated, "the average attendance of children in public schools increased one hundred per cent., and expenditures for public schools increased 4.1 times as fast as did the number of families. Teachers are taking children away from their parents for longer periods and at tenderer ages."

Devises New Study Plan

WINTER PARK, Fla.—Dr. Hamilton Holt, president of Rollins College, has announced that a new plan of college education based on accomplishment rather than time went into effect at the college with the opening of the fall term. He declared that the purpose of the new plan was to develop "intellectually-minded men." Under the new system, which was adopted by the faculty and student council a few months ago, Dr. Holt explained that the entire student body would be divided into junior and senior groups. The juniors would study preliminary courses selected by each individual, he said, and upon demonstration of ability in a specific field, would be placed in the senior group to study for a degree. Some students would be able to get a degree in two years, he added, while others might require six.

TEACHER A PROBLEM Unintentionally at Fault Says Expert

ROCKLAND, Me.—"Many teachers who have continuous trouble with school children are themselves unintentionally the cause of all the difficulty," Professor W. Linwood Chase of Boston University School of Education declared recently in an address, "The Problem Teacher," delivered before the Waldo County Teachers' Association. Professor Chase is father of four children and a well-known authority on educational psychology and child training.

"We put too much emphasis on problem children and not enough on problem teachers," he asserted. "The teacher who looks on inattention and classroom mischief as behavior punishable by only one rule is one of the 'problems.' The worthwhile teacher will not look at the symptoms of bad behavior, but will seek the underlying causes and their correction.

"Many children are made unhappy by the variety of standards set up by teachers. Liberties tolerated by a second-grade teacher might be strictly banned in the third grade. Thus the young child is mentally confused and unhappy, and often 'hates school.' The modern teacher needs to consider the future importance of behavior and what effect schoolroom rules will have on the child grown up. Too many teachers resent interruptions to the scheduled orderliness of the classroom, which is artificial at best."

Predicts Call For Supermen

PRINCETON, N. J.—At the formal opening exercises marking the beginning of the 185th academic year of Princeton University, President John Grier Hibben told Princeton undergraduates that university life this year would be different "for the reason that the world about us is different" and warned that there would be no place for those "yielding habitually to the inclination of indolence and selfish indulgence." "There is no doubt," he continued, "that after the present financial and economic depression has passed there will emerge a new world, radically different from that of the past, in which you are to find your careers and do your life's work. It would be folly for me to attempt to characterize the nature of all the changes which occur in our political and economic and social life, but certainly this is true —we will be entering upon a new order of business and professional activities. One characteristic feature of which I am confident and dare to prophesy is this—that there will be a demand for college graduates who have something more to offer in the way of intellectually alert and trained minds than those in the past have had; men who will be able to meet the new conditions with much more than mediocre mental capacities. The demand will be for super-men—that is, men who in their college courses have given evidence of powers far above the average of intellectual acumen and resourcefulness."

University to Hold Mine Town Classes

MORGANTOWN, W. Va. — The mining extension department of West Virginia University will hold classes in mining subjects at eight towns in the state. An instructor of the mining department will locate permanently at each of the towns: Logan, Beckley, Mt. Hope, Welch, Madison, Morgantown, Bramwell and Fairmont. Some of the discussions will take place at coal properties. Mine gases, safety lamps, ventilation, timbering, explosives, haulage, methods of mining, electricity, drainage and pumping, coal geology, mining arithmetic, safety organization and mine foremanship will be studied. This will be the 18th year for the classes.

Education Would Persist with Press

NEW YORK.—Education would not be eradicated completely 'if all the colleges in the world were wiped out and newspapers were left," Dr. Henry B. Rathbone, head of the department of journalism at New York University, said in addressing more than 200 journalism students at the first monthly journalism 'chapel,' held in the North Study Hall of the university's School of Commerce, Accounts and Finance. Dr. Rathbone asserted that "the newspaper was the greatest invention made by man until the development of radio." "If all the newspapers in the world were wiped out," he added, "and all the colleges left, there would be very little education."

School on Stilts Built in Far North

NOME, Alaska.—A stairstep school building designed especially for the rocky slope of King Island, in the Bering Sea, was erected during the summer by the United States Bureau of Education. The schoolhouse was set up in three terraces, the lowest containing the shop, the second the main schoolroom and the third the teacher's living quarters. This construction was necessary because of the steep sides of King Island where rocky cliffs form the island's shore line. Natives build their homes on poles, rock piles or even large whale bones, fastening the structure to the cliffs.

AVIATION STUDY Hundreds of Applicants Swamp City Facilities

BUFFALO, N. Y.—American youth has not been backward about recognizing the value of school training for aviation, to judge by the experience of the Burgard Vocational High School in Buffalo. Despite the extensive preparations made by the Board of Education there to offer adequate facilities, hundreds of young men had to be turned away last year. Both day and night courses are offered, and 150 pupils are enrolled for the day work and another 250 for the night.

The course, extending over four years, combines practical with theoretical training. Students spend one-half of every day in the aviation workshops. The other half is spent in studying regular high school subjects, including related trade work in science, mathematics and drafting. Shop and laboratory work includes construction and repair of aircraft, repair of aircraft engines, aircraft machine-shop work, aircraft electrical repair and welding, aero-dynamics, meteorology, and air navigation.

Supplied with actual planes and plane engines and equipment such as is used in the service departments of modern airplane repair hangars, the Burgard students have an opportunity to learn almost everything about aviation from aircraft construction to air navigation.

Rural High Schools Hinder Education

WASHINGTON. — Small high schools in sparsely settled rural districts hinder rather than help educational progress and lag in their contribution to education as compared with their big city counterparts, a report of the Federal Office of Education states. Vocational guidance, special instruction and extra-curricular activities are almost non-existent in many of these schools, the report continues. The teacher is over-worked and the small number of pupils limits progressive activity, it adds. For remedy the education office recommends, among other things, consolidation of some of this large number of petty institutions, conversion of small senior high schools to junior ones, and increased pay and opportunity to specialize for the teachers.

Would Teach Use of Leisure

WELLESLEY, Mass.—Dr. Mary Lowell Coolidge, dean of Wellesley College, expresses as the keynote of her educational policy that "the most vital problem before educators today is how best to direct the student toward intelligent use of his leisure." Dr. Coolidge bases this opinion on varied observation in social, industrial and educational fields.

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Would Oust Backward Pupils

LAKE PLACID, N. Y.—The council of School Superintendents of the State of New York went on record as favoring the dismissal from school of pupils fourteen years of age or more, who are found unfitted, after an examination by the faculty, to satisfactorily carry out the school program. If such pupils are physically fit the council said they would be of greater benefit to industry when they had no aptitude for education. Formulation by the state of standard requirements for truant officers was urged in a resolution. James F. Taylor, superintendent of schools at Niagara Falls, was elected president of the council. He was formerly vice-president and succeeds George J. Dann of Oneonta.

College Rolls Are Increased

WASHINGTON. — Almost without exception, 200 colleges and universities show a heavy increase in attendance this fall largely due to special efforts to keep students from entering the labor market to compete with heads of families. This has been reported to President Hoover's relief organization by Miss Olga A. Jones, in charge of its back-to-school movement. The committee made public excerpts from letters received from several colleges, including one from President Robinson of the College of the City of New York. He told of a thirty per cent. gain in enrollment, facilitated by extension of student aid, to which the faculty are contributing $1,500 a month.

Calls School Aim Social

NETCONG, N. J.—Education as an instrument for the reorganization of society was discussed here by Dr. Vivian T. Thayer, educational director of the Ethical Culture Schools, in an address at the closing session of the eighth annual October conference of the Teachers Union and the Teachers Union Auxiliary of New York. The duty of the modern school, Dr. Thayer said, is to fit rising generations to face the world. "Most glaring is the lack of economic security that follows from having no participation in the world's work or from having no intellectual or emotional understanding of what makes the economic wheels go round," Dr. Thayer said. "It is no wonder that many adolescents fear to face their economic future."

College Courses Indicate Degeneration

NEW YORK.—What some believe to be an indication of de-intellectualization in colleges is the various credit courses offered in a number of institutions of higher learning. Temple University offers college credits to students who take a course in "social etiquette." Barnard College offers college credits to girls who take a course in "resting" on the roof of Barnard Hall. College credits are offered at New York University to students for pursuing a course in "personality development." Students who look up their own family trees in a course in "genealogy" will receive college credits at the University of Southern California. "Waiting on table" is a college credit course at Ohio State University.

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Michigan Red School Restored by Henry Ford

YPSILANTI, Mich.—The little red brick schoolhouse that was known as Willow Run until it was abandoned ten years ago, is a scene of activity this fall, as thirty children from the district study and play and recite in the same room where their grandparents were taught seventy-two years ago. Willow Run school was restored because Henry Ford, the automobile magnate, noticed it. The broken windows, the sagging door and the decaying white pine floor first caught his attention. Then he learned Frank Cody, superintendent of Detroit schools, taught his first class there forty years ago. Ford bought the school and ground. The state was searched for white pine to replace the old floor. Ancient desks were found, but only five of them. Ford workmen made twenty-five replicas of the five authentic pieces of a past generation. An old brass hand bell, such as called the children from recess decades ago, was located. Even the paint on the wainscoting is the same shade as when Cody taught the school.

50 P. C. of Collegians Seek to "Work Their Way"

GREENCASTLE, Ind.—An answer to that practical query, "Is it possible for me to earn my way through college?" which is perplexing more than the usual number of college students this fall, has been prepared by Vice-President Henry B. Longden and Dean of Men L. H. Dirks, of De Pauw University. Dr. Longden's figures reveal that forty per cent. to sixty per cent. of American college students annually attempt to earn all or part of their expenses. The lower percentage represents the Eastern schools, the higher those of the West, Middle West and Northwest. The National Student Federation Association reports that college students earned $26,000,000 in 1927-28.

Find Communisn In Public Schools

LOS ANGELES.—Police recently dispersed a throng of forty-one public school students at the Boyle Heights Communist headquarters and announced the seizure of documents indicating the existence in the schools here of an organization known as the "Young Pioneers—Communist Children's Subsidiary." The police report said in the confiscated material were books listing the names of boys and girls from eight years old up as Communist organizers in the grade, junior high and high schools. Fourteen membership books were reported as showing regular payment of dues to the Communist organization by the children. The seized matter will be turned over to the superintendent of schools.

Preferred School Tc Mosquito Bites

EAST ST. LOUIS, Ill.—Deciding that it was better to remain in school than to brave the stings of mosquitoes, four boys recently gave up a proposed trip down the Mississippi River and returned to their classes. The youths got together at school one noon and planned their trip. They gathered up a few belongings and made a raft with which they set sail down the Cahokia river, which empties into the Mississippi near here. When nightfall came the mosquitoes put in an appearance and they came by the thousands. Unable to withstand the attack of the insects the youths "conferred" and decided upon a speedy return to their homes.

Tampa Seeks Military School for Winter

MEXICO, Mo.—Officials of Missouri Military Academy here are considering an offer whereby classes during January, February and March of each year would be held in Tampa, Florida. An offer of a half-million-dollar school plant has been made by the Tampa Chamber of Commerce officials, as an inducement to hold the military academy school sessions there during the winter. The property included in Tampa proposals includes the Biscayne Hotel, of 144 rooms, completely furnished; the Biscayne apartments, country club, golf course and swimming pool. Colonel E. Y. Burton, president of the academy, has made no comment on the proposal, other than that it is being considered.

Grins Between Grinds

Thankfulness

The little son of a minister had been very naughty and as punishment he was not allowed to eat with the rest of the family, and a small table was set aside for him. On being given his food at this table for the first time, the little chap said very solemnly: "Lord, I thank Thee. Thou hast spread a table before me in the presence of mine enemies."

Sounded Differently

Judge (thundering)—"Repeat that."

Rastus—"I didn't say nothin', Jedge."

Judge—"You did say something, and I want you to repeat it!"

Rastus—"Well, all I says, Jedge, was 'God am de Jedge, God am de Jedge.'"

In the Soup

After the last of the dinner guests had taken their departure, Mrs. Dorgan rang for the cook.

"Nora," she began, "I found a rubber glove in the soup tonight."

"Oh, thank you, mum," was the grateful reply. "I thought I'd lost it."

Or Annuity

Mother, who had been trained in life insurance office, and small daughter at tea:

Daughter — "What is alimony, mama?"

Mother—"It's a man's cash surrender value, my dear."

Plenty

"Don't you get a vacation, Dolly?"

"Oh, yes, my boss goes away for a whole month."

Poor Advice

Pat and Mike stood before a store window wherein were displayed trunks for sale.

Pat—"Moike, why doncha buy a trunk?"

Mike—"What farr, and pray tell me?"

Pat—"To take your clothes in, you blitherin ijit."

Mike—"What, and me go naked?"

Could Sympathize

First Lady—"Delighted to have met you. Come over some evening soon, and bring your husband."

Second Lady—"Thank you so much, but we never go anywhere—you see, my husband is paralyzed."

First Lady—"Don't mind that, dear—my husband's that way half the time himself."

Meetings To Be Held

OCTOBER

25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

29-31: Colorado Education Association, Secretary W. B. Mooney, 530 Commonwealth Building, Denver: Grand Junction, Pueblo, Denver, Colorado.

29-30: Maine Teachers' Association, Secretary A. W. Gordon, State House, Augusta, Maine: Portland, Maine.

29-31: Rhode Island Institute of Instruction, Secretary C. W. Bosworth, 77 Rolfe Street, Cranston: Providence, R. I.

NOVEMBER

4-6: North Dakota Education Association, Secretary M. E. McCurdy, Fargo: Bismarck, North Dakota.

4-7: Kansas State Teachers' Association, Secretary F. L. Pinet, 315 W. 10th Street, Topeka: Lawrence, Manhattan, Salina, Dodge City, Wichita, Chanute, Kansas.

5-6: Association of Urban Universities, Secretary C. S. Marsh, University of Buffalo, Buffalo, New York: Toledo, Ohio.

5-6-7: Tenth Annual Meeting of the All-State Conference for Vocational Homemaking Teachers. Sherman Hotel, Chicago.

5-7: Wisconsin Teachers' Association, Secretary Bart E. McCormick, 716 Beaver Building, Madison: Milwaukee, Wisconsin.

6: Essex County Teachers Association, Tremont Temple, Boston. Secretary, George Campbell, Marblehead High School, Marblehead, Mass.

6: Worcester County Teachers Association, Plymouth Theatre, Worcester. Secretary, Everett L. Wentworth, Junior High School, Worcester, Mass.

10: Women's Education and Industrial Union, Mary H. Tolman, 264 Boylston Street, Boston: Boston, Massachusetts.

11: Missouri College Union, Secretary L. G. Abernathy, Fayette: St. Louis, Missouri.

11-14: Missouri State Teachers' Association, Secretary E. M. Carter, Columbia: St. Louis, Missouri.

12-13: New England Association of School Superintendents, Secretary C. H. Chace, Beverly: Boston, Massachusetts.

13: International Education Board, Secretary William W. Brierley, 61 Broadway, New York City: Richmond, Virginia.

17-19: National Congress of Parents and Teachers of Maryland, Secretary Mrs. Alfred C. Levis, 511-S Roland Avenue, Baltimore, Maryland: Baltimore, Maryland.

18: Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York City, Secretary Clyde Furst, 522 Fifth Avenue, New York City: New York City.

18: Illinois City Superintendents' Association, Secretary C. Bruner, Kewanee: Urbana, Illinois.

19-21: High School Conference, A. W. Clevenger, Administration Building, University of Illinois, Urbana: Urbana, Illinois.

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